

Summer 2013: RDG 457-17 (Group 1)
Literacy Support for Learners with Special Needs Using Technology
4 Graduate Credits – Simmons College Language and Literacy Graduate Program

Faculty	Madalaine Pugliese, Assistive Tech Graduate Program Director, Simmons College
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Email	pugliese@simmons.edu
Office hours	1 hour before and after class and/or by appointment
Class Wiki	http://rdg457section1.wikispaces.com/
Class place & time	The Reading Institute <u>Blended Learning Format</u> Face to Face Meetings: August 2, 3 and 4 August 21 8:30 AM - 4:30 PM Faculty supported online activity is expected in lieu of some contact hours Final due Saturday September 7, 2013

Course description:

As classrooms increasingly have access to new learning technologies, it is important to support professionals in trying to meet the literacy, learning and assistive technology needs of students who struggle with reading and writing. Primary focus is on technology-based instructional strategies that help to differentiate learning.

Topics include:

- Making adjustments to the computer for learner success
- Light to High tech tools for access to English Language Arts curriculum
- Software to support basic skills acquisition
- Differentiated Instruction using the Read/Write Web and Universal Design for Learning
- Multimedia project-based learning

The content for this course is based on the research of the National Reading Panel Report. General principles of Universal Design are a common theme. Designing multiple ways of receiving information is balanced by considerations for multiple means of expression.

Course Objectives:

Upon completion of the course, each student will be able to:

- Select appropriate technologies to ensure access to reading and writing;
- Select appropriate software or Internet based activity to ensure access to English Language Arts curriculum;
- Design or modify literacy curriculum, instructional materials, and classroom environments for students with a range of learning challenges

Course Meeting Dates:

- **Friday August 2, 2013**
Using technology to Accommodate Learning Differences in 21st Century Classrooms
Managing the Learning Environment
Working with Files and Managing Your Work Space
Research Presentation: Software for Literacy that Reflects NRP findings
- **Saturday August 3, 2013**
Research Presentation: Make the Curriculum Connection Using Technology
Software for Literacy that Reflects NRP findings
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- **Sunday August 4, 2013**
Mobile Devices in the Literacy Curriculum
Using the iPad to Accommodate Executive Function
Using the Course Wiki
- **Wednesday August 21, 2013**
Teaching and Learning Strategy: Project Based Learning Using Multimedia to Support Literacy
In Class Mock Project – Make a Podcast
Authentic Assessment for Project-based Learning

Course Materials

M. Pugliese, B. Heiman, J. Castellani, M. Ault, M. Bausch, M., & C. Warger (Eds.), Integrating Technology Into Instruction: What's Working in Inclusive Classrooms. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2011.

AT_Solutions Guide -Family Center Technology and Disabilities

A binder and a CD of articles for required readings as well as additional resources will be provided.

Recommended Books

- Birsh, Judith R. Multisensory Teaching of Basic Language Skills. (2011) Third edition. Paul H. Brookes Publishing Co.
- Rose, D. & Dalton, B. (2002). Using Technology to Individualize Reading Instruction. In C.C. Block, L. B. Gambrell & M. Pressley (Eds.). San Francisco: Jossey Bass Publishers.
- Rose, D. & Meyer, Anne. (2002) Teaching Every Student in the Digital Age: Universal Design for Learning. ASCD.
- Warger, C. (editor). (2006) Technology and Media for Accessing the Curriculum - Instructional Supports for Students with Disabilities. TAM Division of the Council for Exceptional Children. Reston, VA.

Recommended References These will be *among many others* offered in class:

- Literature representing these and other companies:
 - Inspiration
 - Kurzweil Education Systems and IntelliTools (Cambium)
 - Don Johnston, Inc

- Onion Mountain Technology
- Lexia
- Scientific Learning
- Tom Snyder or Scholastic
- Read Naturally

Class Wiki and CD, Email, MS Word, and other technologies

Most of your course tools are located on the course wiki or CD. How to get access is in the next section of this syllabus. All additional course materials will be made available on the wiki, so you should visit the site regularly to review the resources that may be placed there after the CD was made. You will also be posting to discussions throughout the course. In class there is a demonstration or an orientation session for the course wiki so that everyone will become comfortable using it.

There is frequently communication with the class through email, so you will need to ensure that your current email address is available to use. If you use a private email provider such as Hotmail or Gmail, you will need to forward your Simmons email to that private address so that you will be sure to receive all email related to this class. If you don't know how to forward your email, the Help Desk will be glad to show you how to do this.

During the class you will be using MS Word to ***submit your assignments in .doc format***. There is time set aside during class to make sure that you know how to support students using MS Word for ordinary word processing and how to save your work properly. All written assignments will be submitted attached in email.

Getting access to wiki and CD developed to support this course

Assignments and discussions for this course are available on class wiki with additional materials stored on the class CD. The CD stores backup course files and extra articles that relate to each course topic.

Go to the website above which is the class wiki. In the upper left you will see a button labeled "JOIN". Please go through the steps of joining wikispaces.

Important: Please make a username that includes your first or last name in some way so that we will all know who you are when we interact online. Be absolutely certain of the username and password that you create. Bring this information with you to the first day of the course. If you already have a wiki login, you can skip this step.

This process makes you a member of wikispaces. If you are already a member of wikispaces, you can skip this step if your wiki identity clearly reflects your name. You will take the next step to become a member of our class wiki when we are together on the first day of class.

For support of any kind with this wiki, please feel free to email your professor.

Academic Requirements

1. Using technology to Accommodate Learning Differences in 21st Century Classrooms (10 Points – one for each Scavenger Hunt question) Due 8/21

Students will be checked off for the Scavenger Hunt activity addressing built-in accommodations available in computer operating systems. Direct instruction and hands-on guidance in class directly relates to the questions found on the Scavenger Hunt.

*Scavenger Hunt due on or before **Wednesday August 21**. You will be checked off so you can keep this valuable reference in your own files.*

Software Selection Strategies to Support Literacy Skills and Instruction **Two Assignments: Total (30 Points)**

2. Publisher Report: (10 points) Due on Tuesday August 6, 2013

Students are assigned to get to know one publisher in-depth through online investigations as discussed during class. See class wiki for the page that contains links for your investigation options.

Students will submit a summary about the publisher's work. Include:

- The nature of student needs being addressed,
- Technical information about the products,
- Potential use in standards-based literacy curriculum,
- How features available in the products match or address learning needs, and
- Comments about the company website

Each section is 2 points - possible total 10 points.

Submit your report to pugliese@simmons.edu in LastnamePR.doc format by **Tuesday August 6, 2013**. (See Rubric in binder and models on CD)

3. Curriculum Integration Lesson Plan: (20 points) Due Sunday August 11, 2013

Students will profile a learner and select a web based curriculum activity for use with the learner.

Include the following details:

- A profile of the learner (prerequisite skills) and of the learning situation (disability, setting, etc.) **[5 points]**;
- A rationale for the selection of the Web-based activities and how the content connects to learning standards **[5 points]**;
- How accommodations might reflect consideration for student diversity and exceptionality to facilitate inclusion in the general class setting **[5 points]**;
- Reflects differentiated learning and instructional design considerations so that a variety of teaching techniques are used to convey high expectations **[5 points]**.

Please select among the websites posted on <<http://del.icio.us/Literacy457>> for designing your plan.

Submit your lesson plan to pugliese@simmons.edu - use LastnameCI.doc format by **Sunday August 11, 2013**. (See Rubric in binder and models on CD)

4. There's a Tool for That! Web 2.0 and UDL in the Classroom:

Discussion: Due Sunday August 18, 2013 (20 points)

Students will work in the online **Class Wiki** <<http://rdg457section1.wikispaces.com/>> to learn about Read/Write Web and Universal Design for Learning with virtual guest speaker Karen Janowski through case studies, presentations, demonstrations, video models and research-to-practice resources.

1. Visit and interact with attention, reading and writing sections of:

<http://www.pbs.org/wgbh/misunderstoodminds/>

2. Learn the basics of Universal Design for Learning

http://www.udlcenter.org/resource_library/videos/udlcenter

View these videos Under More Videos:

UDL Principles and Practice

The UDL Guidelines

Grade 5 Language Arts

3. Explore the resources available here:

<http://www.cast.org/learningtools/index.html>

Investigate the UDL Book Builder

<http://bookbuilder.cast.org/>

Investigate the UDL Lesson Builder

<http://lessonbuilder.cast.org/>

4. Visit and actively interact with the presentation that you find here:

<http://voicethread.com/share/2073621/>

5. Visit and interact with the resources here:

<http://udltechtoolkit.wikispaces.com/>

6. Watch two PowerPoint presentations on your CD – optional additional perspectives on UDL

After you complete these investigations, go to the Discussion Forum for this topic to post your thoughts.

- Reflective comprehensive discussion post on/before **Sunday August 18, 2013. [10 points]**
- At least one response to another is due on/or before **Sunday August 18, 2013. [10 points]**

5. Multimedia & Project-Based Learning: (8 Points) Due Thursday August 22, 2013

Students participate in a mock project-based learning activity in class, adding multimedia elements into the project, observed for team participation and for participating in the authentic assessment that completes the mock activity.

A reflection discussion post **[5 points]** and at least one response to someone else **[3 points]** is due after our face-to-face class meeting by **Thursday August 22, 2013**. (See Rubric in binder and on course CD).

7. Final Project: (32 Points) Due on or before Saturday September 7, 2013

Students, alone or in pre-approved co-operative groups, will develop a plan for integrating the use of computers and/or other technologies in the English Language Arts curriculum. Your plan must include:

- Learner profile [5 points],
- Strategies for consideration of student diversity [5 points],
- Hardware and peripheral choices [5 points],
- Details of website search – make a list of websites discussed, and how selections reflect Curriculum Frameworks. [5 points]
- Details of software search – make a list of publishers of products discussed, and how selections reflect Curriculum Frameworks. [5 points]
- Reflection about a visit to any local computer store to "shop" for equipment [5 points],
- Budget [2 points], and

Please note! This project is ideal to include in a professional portfolio! Your shopping trip and budget are pretend. The goal is for you to see what it would take to implement an ideal learning situation.

Total Final Points possible = 32. Submit project plan to pugliese@simmons.edu - use LastnameFP.doc format by **Saturday September 7, 2013.**

Total Point Value of All Assignments

1. Scavenger Hunt = 10 points
2. Curriculum Integration project = 20 points
3. Publisher Report = 10 points
4. "There's a Tool for That" and UDL Discussions – 20 points
5. Multimedia and Project-Based Learning Discussion = 8 points
6. Final project = 32 points

Grading of Written Products

Grading reflects specific content and standard conventions of communication and composition. A rubric will be used to score all assignments.

Grading scale

A	94 – 100	C	74 - 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B -	80 – 83	D-	60 – 63
C+	77 – 79	F	below 60

Student Responsibilities and Class Policies

1. This course is fast-paced and failure to keep up with the readings, assignments, and lack of participation and *less than perfect attendance will prove difficult, if not impossible, to recover from.* We, the members of the Department of Special Education, believe strongly in the

contributions and participation of students during class meeting times, and therefore require attendance at all class sessions. We realize that there may be times when, due to extenuating circumstances, attendance may not be possible. We also recognize that as adult learners, you are the best judge as to whether a situation warrants your absence from class; therefore instructors will neither grant nor deny any excused or unexcused absences. Requests for excused absences must be submitted in writing to the Program Director and the Chair of the Department of Special Education for individual review within one week of the absence. *For every hour of class missed (or portion thereof), the student's grade will be reflected by a 2 point, per hour, reduction from the final grade.*

2. Assessment of participation may seem subjective, but as the educator I maintain heightened awareness of the active and passive forms of participation that each of you take in this course. Your participation, by volunteering and speaking out with questions/answers and discussions are observable evidence of the active role. Roles such as note-taking or thoughtful reflection may be indicators of passive participation on your part, but are more difficult to assess and document by the instructor. Participation, in any form, will be taken into account when determining the final grade. *Excellent attendance and active participation will, most likely, serve favorably in the instructor's determination of this element of class responsibility.*
3. If you happen to miss any part class, it is your responsibility to contact a class member so that you will be aware if there has been any change in the class schedule or a change in the assignments, and for course content.
4. Please refrain from using your cell phone and email during class.
5. All written products must be word-processed, grammar and spell checked.
6. Grammatical/spelling errors result in grade point deductions for written products.
7. Assignments are due on time on the dates indicated. Papers will not be accepted after the due date without consequence. For each day that the paper is late, 1/3 of a grade will be deducted. For example, an A paper would become an A- if one day late, a B+ if two days late, etc.

Student Need

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important early in the semester that you contact *Disability Services*. (617) 521-2473. Students with disabilities are also encouraged to contact the instructor immediately to discuss their individual needs for accommodations. Accommodations cannot be made except through the Academic Support Center.

Plagiarism

As stated by Use of Secondary Sources and Collaborative Learning in Papers at Simmons College by Lowry Pei and Tom Hurley, plagiarism is considered an extremely serious offense. The following are some examples of plagiarizing work:

1. A paper copies, literally, or with slight alterations, from another author's work

2. A paper containing many phrases or sentences lifted from some other source(s), without any attempt at attribution, which are glued together with phrases and sentences of the student's own, writing.
3. The student claims authorship of another person's idea by changing the way that they phrased it.
4. One paper submitted for two separate courses without the authorization to do so.

RDG 457-01 Schedule and Assignments:

Friday August 2, 2013

Using technology to Accommodate Learning Differences in 21st Century Classrooms

8:30	Class begins
	Welcome: Course requirements discussion, Review Syllabus, Policies, Resources and Materials Inspiring Videos: Who are our 21 st Century Learners?
10:00	Break
10:15	Technical Intro to Computers Scavenger Hunt: Built-in electronic learning accommodations
11:30	Using Word Processing, Story Spine
12:00	Lunch
1:00	Working with Files and Managing Your Work Space
3:00	Research Presentation: Research-based software selection strategies based on the National Reading Panel Report
4:30	Class Ends
Assignment	<i>1. Using Technology to Provide Access to the General Education Curriculum – Techniques to Try, and 2. Assistive Technology and Individuals with Dyslexia</i>

Saturday August 3, 2013

Research Presentations Theme: Technology for Differentiated Instruction

Software and Web Site Selection Strategies to Support Literacy Skills and Instruction

Software that Reflects National Reading Panel Report Findings

8:30	Class begins
	Research Presentation: Make the Curriculum Connection Using Technology
10:00	Break
10:15 – 12:00	Hands-on: Software for NRPR Open Lab of Commercially Published Literacy Materials Research Anchored Commercially Published Literacy Materials
12:00	Lunch
1:00	Continue software exploration and group presentations via gallery walk
4:30	Class ends
Assignment	<i>3. Emerging Reading and Writing Strategies Using Technology, and 4. Written Language: When to Consider Technology</i>

Sunday August 4, 2013

Apps for Mobile Devices that Reflect National Reading Panel Report Findings Using our Blended Learning Tools

8:30	Using the iPad for Differentiated Access to Literacy Skills Practice and to Accommodate Executive Function
10:00	Break
10:15	Class Discussion: working online - about our blended learning discussions and assignments Assignments Discussion – Using your wiki for assignments Curriculum Integration Assignment Publisher Investigations and Report There's a Tool for That! Universal Design for Learning Investigation
12:00	Lunch (optional)
12:30–2:30	Open Lab of Commercially Published Literacy Materials (optional)
2:30	Class ends
Assignment	<i>5. Access, Participation, and Progress in the General Curriculum; 6. Enhancing Content Literacy; 7. Kurzweil 3000 Version 11 New Tools to Support the Writing Process</i>

Reading Assignments during blended phase	In Textbook: Chapters 2, 3 and 5 – Students should read these book chapters and the next day's assignments prior to coming to class for our second face-to-face meeting
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Wednesday August 21, 2013

Multimedia and Project Based Learning

In Class Project – Make a Podcast

Authentic Assessment for Project-based Learning

8:30	Class begins – Discuss final project
	Introduction to multimedia for project based learning
10:15	Morning break
	Continuing: Multimedia Materials for multiple representations of learning
12 – 12:30	Lunch
	In-Class Project: Make your podcast
2:30	Afternoon break
	In-Class Project: Authentic assessment for project-based learning
4:00	Final Project Discussion
4:30	Class ends
Assignment	<i>8. Providing New Access to the General Curriculum and 9. Expand The Literacy Toolbox – Read prior to coming to class for second face-to-face</i>